

HopeWorks

An Assessment of Clark County Youth's Assets

**BUILDING
ON OUR
FUTURE**

**YOUTH ASSET SURVEY
FINDINGS & ANALYSIS**

Clark County, Washington • May 12, 2000

LETTER TO THE CLARK COUNTY COMMUNITY

Dear Community Member,

Our young people have inspired us, and we hope you'll be inspired, too! Our inspiration stems from the voices reflected in the following pages—nearly 12,000 Clark County youth who shared their values, hopes, strengths and needs with us.

Using a unique survey tool from the nationally recognized Search Institute, we asked questions that measured our young people's assets, including risk behaviors and thriving indicators. This framework is made up of 40 developmental assets, proven essential elements that help ensure our young people will be healthy, caring and successful.

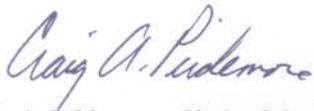
We are excited about this county-wide initiative called HopeWorks, which is based on the common hope and concern we have for our children. The HopeWorks initiative is parallel to two other significant efforts: Family Resource Centers Network and Community of Care.

These survey results show that our young people have many strengths. We also must acknowledge that some of our youth are not receiving the support they need. On average, Clark County youth have only 20 of the 40 assets, and research shows they need at least 30 to be successful. We hope you will be inspired to translate these survey results into purposeful actions.

As you read this report, please search through the pages for something that speaks to you directly. All adults—parents, neighbors, educators, relatives, and community members—must work individually and collectively to create a supportive environment where all of our young people are encouraged and have the opportunities to develop the assets they need to thrive.

WE HOPE YOU'LL WORK WITH US to build a stronger community that allows and encourages every young person to succeed!

Join us in Building On Our Future,



Craig A. Pridemore, Chair of the Board



Betty Sue Morris, Commissioner



Judie Stanton, Commissioner

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40 DEVELOPMENTAL ASSETS

Search Institute has identified the following building blocks that help young people grow up healthy, caring and responsible.

| | CATEGORY | ASSET NAME AND DEFINITION | | |
|--|---|---|-------------|-------------|
| | Clark Cty % National %* | | Clark Cty % | National %* |
| EXTERNAL ASSETS | SUPPORT 42% 37% | 1. Family support —Family life provides high levels of love and support. | 70 | 64 |
| | | 2. Positive family communication —Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). | 32 | 26 |
| | | 3. Other adult relationships —Young person receives support from three or more non-parent adults. | 43 | 41 |
| | | 4. Caring neighborhood —Young person experiences caring neighbors. | 37 | 40 |
| | | 5. Caring school climate —School provides a caring, encouraging environment. | 30 | 24 |
| | | 6. Parent involvement in schooling —Parent(s) are actively involved in helping young person succeed in school. | 38 | 29 |
| | EMPOWERMENT 38% 37% | 7. Community values youth —Young person perceives that adults in the community value youth. | 23 | 20 |
| | | 8. Youth as resources —Young people are given useful roles in the community. | 29 | 24 |
| | | 9. Service to others —Young person serves in the community one hour or more per week. | 50 | 50 |
| | | 10. Safety —Young person feels safe at home, at school, and in the neighborhood. | 50 | 55 |
| BOUNDARIES & EXPECTATIONS 50% 44% | 11. Family boundaries —Family has clear rules and consequences. | 49 | 43 | |
| | 12. School boundaries —School provides clear rules and consequences. | 57 | 46 | |
| | 13. Neighborhood boundaries —Neighbors take responsibility for monitoring young people's behavior. | 49 | 46 | |
| | 14. Adult role models —Parent(s) and other adults model positive, responsible behavior. | 29 | 27 | |
| | 15. Positive peer influence —Young person's best friends encourage him or her to do well. | 68 | 60 | |
| | 16. High expectations —Both parent(s) and teachers encourage the young person to do well. | 47 | 41 | |
| CONSTRUCTIVE USE OF TIME 45% 48% | 17. Creative activities —Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. | 20 | 19 | |
| | 18. Youth programs —Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. | 54 | 59 | |
| | 19. Religious community —Young person spends one or more hours per week in activities in a religious institution. | 54 | 64 | |
| | 20. Time at home —Young person is out with friends "with nothing special to do" two or fewer nights per week. | 51 | 50 | |
| INTERNAL ASSETS | COMMITMENT TO LEARNING 57% 49% | 21. Achievement motivation —Young person is motivated to do well in school. | 69 | 63 |
| | | 22. School engagement —Young person is actively engaged in learning. | 68 | 64 |
| | | 23. Homework —Young person reports doing at least one hour of homework every day. | 57 | 45 |
| | | 24. Bonding to school —Young person cares about her or his school. | 61 | 51 |
| | | 25. Reading for pleasure —Young person reads for pleasure three or more hours per week. | 29 | 24 |
| | POSITIVE VALUES 61% 53% | 26. Caring —Young person places high value on helping other people. | 51 | 43 |
| | | 27. Equality and social justice —Young person places high value on promoting equality and reducing hunger and poverty. | 54 | 45 |
| | | 28. Integrity —Young person acts on convictions and stands up for her or his beliefs. | 72 | 63 |
| | | 29. Honesty —Young person "tells the truth even when it is not easy." | 71 | 63 |
| | | 30. Responsibility —Young person accepts and takes personal responsibilities. | 66 | 60 |
| | | 31. Restraint —Young person believes it is important not to be sexually active or to use alcohol or other drugs. | 53 | 42 |
| | SOCIAL COMPETENCIES 46% 38% | 32. Planning and decision-making —Young person knows how to plan ahead and make choices. | 32 | 29 |
| | | 33. Interpersonal competence —Young person has empathy, sensitivity, and friendship skills. | 53 | 43 |
| | | 34. Cultural competence —Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. | 47 | 35 |
| 35. Resistance skills —Young person can resist negative peer pressure and dangerous situations. | | 46 | 37 | |
| 36. Peaceful conflict resolution —Young person seeks to resolve conflict nonviolently. | | 51 | 44 | |
| POSITIVE IDENTITY 57% 54% | 37. Personal power —Young person feels he or she has control over "things that happen to me." | 44 | 45 | |
| | 38. Self-esteem —Young person reports having a high self-esteem. | 50 | 47 | |
| | 39. Sense of purpose —Young person reports that "my life has a purpose." | 60 | 55 | |
| | 40. Positive view of personal future —Young person is optimistic about her or his personal future. | 73 | 70 | |

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*The ability to compare local and national data may be limited due to demographic factors including socio-economic levels, age, gender and ethnicity.

INTRODUCTION

While many factors influence why some young people thrive and others struggle, research has identified concrete, positive elements that help ensure the success of young people. The Search Institute, a nationally recognized research organization, has identified 40 “developmental assets” that help young people become healthy, caring and successful contributors to their community. Clark County youth have an average of 19.9 assets, slightly higher than the national average of 18 assets, but far fewer than what they need.

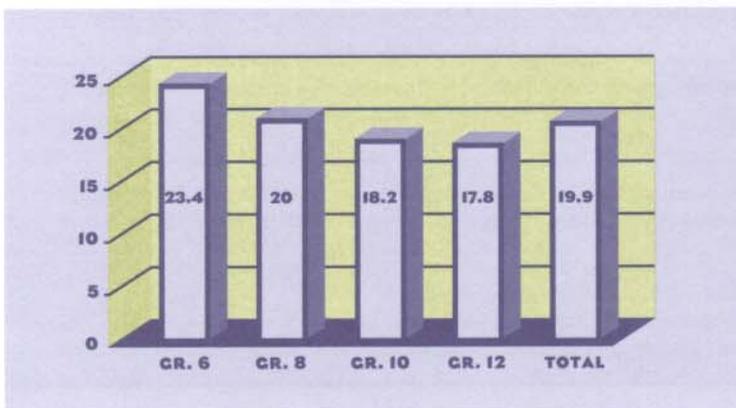
Developmental assets include the external support that adults provide for young people, such as love, guidance, safety and structure, as well as inner strengths such as honesty, responsibility and self-esteem. The more assets young people have, the better able they are to live healthy, enriched lives and avoid risk-taking behavior. Research shows youth need at least 30 of these 40 assets to be successful. The list of 40 developmental assets appears on the facing page.

Young people in grades 6, 8, 10 and 12 completed responses to a survey administered throughout Clark County to measure the numbers of developmental assets reported by each youth. Hundreds of communities across the United States also have administered this anonymous survey. Of 12,923 completed surveys, 11,795 were used to provide an informative perspective of a vitally important group within our community—our young people.

A brief overview of the most recent available statistical figures describing the Clark County population provides a backdrop for the survey results and the challenges that confront our community.

| | |
|---|-----------------------------|
| Clark County population: | 337,000¹ |
| Young people between the ages of 10 and 19: | 52,346² |
| Males between the ages of 10 and 19: | 26,830³ |
| Females between the ages of 10 and 19: | 25,516⁴ |
| Median household effective buying income: | \$45,448⁵ |
| Percentage of single-parent households: | 6%⁶ |
| 2000 U.S. Department of Health and Human Services Poverty Guidelines for a family of four: | \$17,050⁷ |
| Average percentage of students receiving free and reduced-price school lunches: | 23%⁸ |
| Representation of race/ethnicity⁹: | |
| White: | 303,642 |
| Black: | 5,124 |
| Indian, Eskimo and Aleut: | 3,271 |
| Asian and Pacific Islander: | 13,021 |
| Hispanic Origin: | 11,942 |

Figure 1: Average Number of Assets by Grade



Footnotes:

- 1, 2, 3, 4, 6, 9: Assessment GIS Data (1999)
- 5: Washington State Office of Financial Management, Forecasting Division, Oct. 1998
- 7: <http://aspe.hhs.gov/poverty/00poverty.htm>
- 8: Washington State Office of Superintendent of Public Instruction, 1998

BUILDING BLOCK ONE

YOUNG PEOPLE POSSESS MANY INNER STRENGTHS

Understanding today's young people begins by seeking out their inner strengths. Fortunately, Clark County young people have a healthy number of internal assets. Internal assets make up half of the 40 developmental assets and are grouped into four categories: commitment to learning, positive values, social competencies and positive identity.

The survey results indicate significant areas of internal strengths as well as some challenges. Almost three-quarters of Clark County young people are engaged and motivated to learn in school (assets #21 and 22). More than half do their homework and feel connected to their school (assets #23 and 24). More than 70 percent value integrity and honesty (assets #28 and 29), while more than 50 percent place high importance on being caring, responsible and attentive to equality and social justice (assets #26, 27 and 30). Also encouraging, almost three-quarters of Clark County young people are optimistic and excited about what the future will bring (asset #40).

Unfortunately, only 29 percent read for pleasure (asset #25). Our young people also need support to improve their social competencies such as planning and decision-making abilities (assets #32).

Regardless of age, young people indicate that they possess a great number of internal assets, although females tend to have higher levels of internal assets than males of the same age.

The strong inner core of our young people translates into external actions when they are **ACKNOWLEDGED, VALUED AND CELEBRATED in the community.**

Table 1: Percentage of Highest Internal Assets by Gender and Grade

| | Achievement Motivation (asset #21) | School Engagement (asset #22) | Integrity (asset #28) | Honesty (asset #29) | Positive View of Personal Future (asset #40) |
|-------------------------|------------------------------------|-------------------------------|-----------------------|---------------------|--|
| Total Percentage | 69 | 68 | 72 | 71 | 73 |
| Male | 61 | 61 | 65 | 66 | 72 |
| Female | 76 | 75 | 78 | 76 | 74 |
| Grade 6 | 75 | 74 | 73 | 80 | 75 |
| Grade 8 | 65 | 68 | 64 | 67 | 72 |
| Grade 10 | 67 | 64 | 72 | 65 | 71 |
| Grade 12 | 67 | 66 | 80 | 72 | 75 |

BUILDING BLOCK TWO

YOUNG PEOPLE NEED MORE EXTERNAL SUPPORT

What Clark County youth lack most are external assets. External assets are the types of support youth receive from their community, family, friends, neighbors, peers and schools. These assets account for half of the assets youth need and are grouped into the following categories: support, empowerment, boundaries and expectations, and constructive use of time.

The survey results overwhelmingly indicate where young people need more external assets. While 70 percent of our youth feel supported by their families (asset #1), almost the same number say they need more positive family communication (asset #2), and 51 percent say family boundaries and expectations are unclear (asset #11).

Perhaps most surprising, only 23 percent of youth feel valued by their community (asset #7), and just 29 percent of young people feel they have adult role models (asset #14). Almost half of our youth also need more opportunities to make constructive use of their time participating in youth programs, creative activities, religious communities or spending quality time at home (assets #17, 18, 19 and 20). Seventy percent of youth feel they need a more caring school climate with more encouragement and support from teachers and peers (asset #5). Nearly 80 percent of youth report they lack involvement in creative activities.

The survey also shows that as age increases, assets decrease. Youth impressions of school climate are more favorable at the elementary school levels (44 percent) than at middle and high school levels (30 percent and 22 percent, respectively). Sixth-graders possess an average of 23 assets, while twelfth-graders have an average of only 18 assets. Thus, community support systems must continue to increase as our young people grow.

YOUTH-ADULT INTERACTIONS are one of the greatest ways to encourage young people on a path to success, to develop their character and to build on their strengths.

Table 2: Percentage of Lowest External Assets by Gender and Grade

| | Positive Family Communication (asset #2) | Caring School Climate (asset #5) | Community Values Youth (asset #7) | Adult Role Models (asset #14) | Creative Activities (asset #17) |
|-------------------------|---|---|--|--|--|
| Total Percentage | 32 | 30 | 23 | 29 | 20 |
| Male | 30 | 26 | 21 | 26 | 17 |
| Female | 34 | 34 | 25 | 31 | 23 |
| Grade 6 | 45 | 44 | 38 | 37 | 22 |
| Grade 8 | 33 | 30 | 23 | 29 | 20 |
| Grade 10 | 26 | 22 | 16 | 23 | 20 |
| Grade 12 | 21 | 22 | 14 | 25 | 18 |

BUILDING BLOCK THREE

THE MORE ASSETS, THE MORE YOUNG PEOPLE THRIVE

Research indicates that the more assets young people have, the more likely they are to thrive and be successful. Our Clark County youth's ability to thrive was assessed according to eight thriving indicators: exhibiting leadership, overcoming adversity, helping others, maintaining good health, succeeding in school, valuing diversity, resisting danger and delaying gratification.

Youth at the thriving level (30-40 assets) are about 30 percent more likely to help others, overcome adversity and exhibit leadership than youth with 10 or fewer assets. When asset levels are high, youth are more than twice as likely to value diversity.

Thriving indicators also are impacted by gender and grade level. Because females on average possess a higher number of assets than males, they are also more likely to help others, value diversity, resist danger and succeed in school. Sixth-graders are more likely than twelfth-graders to value diversity, maintain good health and delay gratification, indicating that multiple assets decrease in older youth.

The more assets young people possess, THE MORE LIKELY THEY ARE TO BE CARING, HEALTHY AND SUCCESSFUL.

Table 3: Percentage of the Eight Thriving Indicators by Gender and Grade.

| Thriving Indicator | Definition | Total AVG | Male | Female | Gr. 6 | Gr. 8 | Gr. 10 | Gr. 12 |
|------------------------------|---|-----------|------|--------|-------|-------|--------|--------|
| Succeeds in School | Gets mostly As on report card | 23 | 18 | 27 | 22 | 25 | 21 | 23 |
| Helps Others | Helps friends or neighbors one or more hours per week | 82 | 78 | 86 | 85 | 82 | 81 | 82 |
| Values Diversity | Places high importance on getting to know people of other racial/ethnic groups | 63 | 55 | 70 | 68 | 66 | 60 | 55 |
| Maintains Good Health | Pays attention to healthy nutrition and exercise | 55 | 56 | 54 | 67 | 58 | 49 | 44 |
| Exhibits Leadership | Has been a leader of a group or organization in the last 12 months | 70 | 69 | 71 | 63 | 70 | 72 | 74 |
| Resists Danger | Avoids doing things that are dangerous | 24 | 17 | 31 | 37 | 24 | 18 | 19 |
| Delays Gratification | Saves money for something special rather than spending it all right away | 46 | 48 | 45 | 56 | 46 | 41 | 40 |
| Overcomes Adversity | Does not give up when things get difficult | 72 | 74 | 71 | 70 | 71 | 73 | 75 |

BUILDING BLOCK THREE

THE MORE ASSETS, THE MORE YOUNG PEOPLE THRIVE (CONT.)

Figure 2: The Link Between Assets and Thriving Indicators

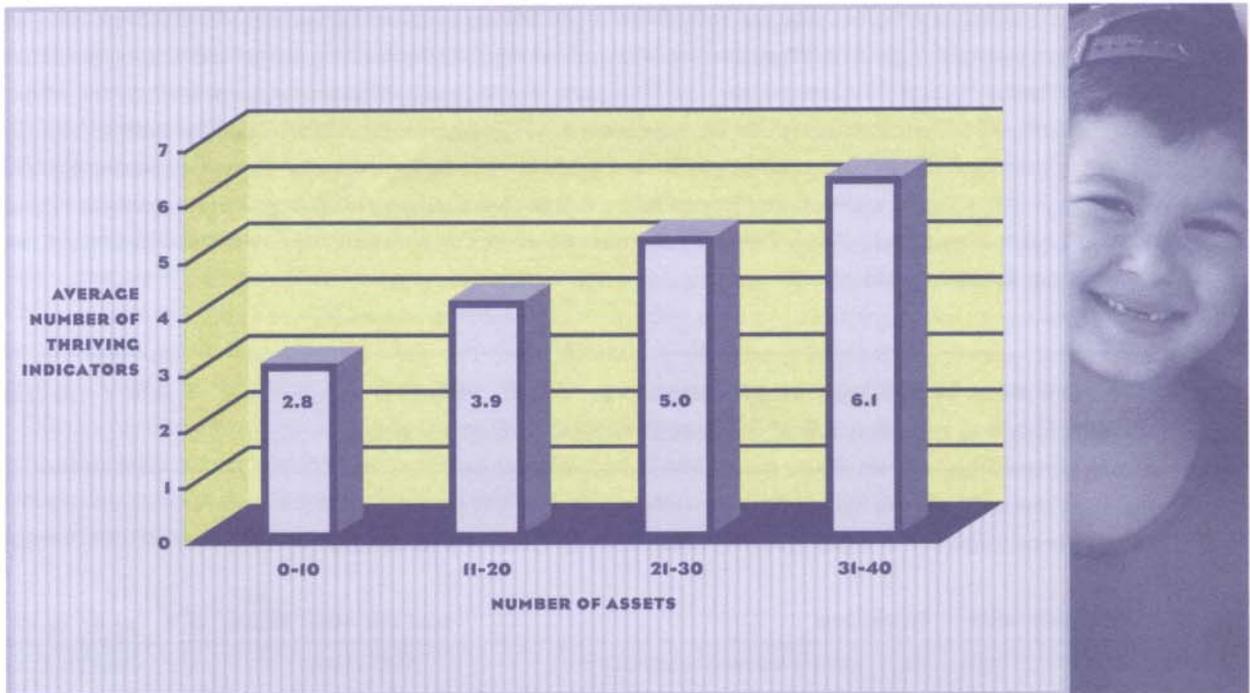
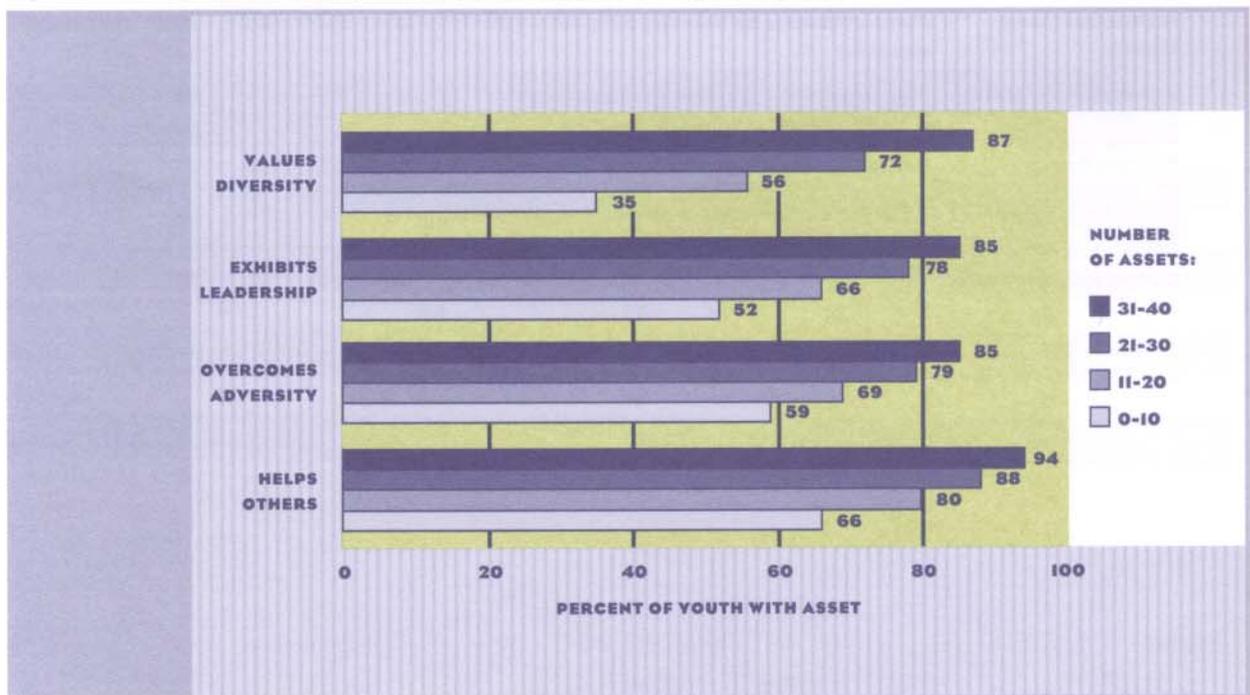


Figure 3: Percentage of Youth Reporting Thriving Patterns by Asset Level



BUILDING BLOCK FOUR

FEWER ASSETS RESULT IN MORE HIGH-RISK BEHAVIORS

Research indicates that the fewer developmental assets young people possess, the more likely they are to engage in dangerous, high-risk behaviors which may include abusing alcohol, skipping school, carrying a gun, attempting suicide and using drugs. This survey measured young people's involvement in 10 high-risk behavior patterns.

Developmental assets are vitally important to helping our young people resist danger and harm. Youth who have fewer than 10 of the 40 assets demonstrate more than 11 times as many high-risk behaviors as youth with 31-40 assets. Young people with 10 or fewer assets are 44 times more prone to anti-social behavior. They are more than 20 times as likely to abuse alcohol and 10 times more prone to violence.

These high-risk patterns also are impacted by gender and grade level. Males are twice as likely as females to engage in violent or anti-social behavior and somewhat more likely to have school-related or alcohol-related problems. In contrast, females are somewhat more likely than males to experience depression and suicide. Older youth are much more likely than younger youth to abuse alcohol and demonstrate anti-social behavior, and somewhat more likely to experience depression/suicide, school problems and to engage in violence.

FEWER ASSETS IN YOUNG PEOPLE LEAD TO MORE HIGH-RISK BEHAVIORS that can have serious consequences for our youth and our community.

Table 4: Percentage of High-Risk Behavior Patterns by Gender and Grade.

| Category | Definition | Total AVG | Male | Female | Gr. 6 | Gr. 8 | Gr. 10 | Gr. 12 |
|----------------------|---|-----------|------|--------|-------|-------|--------|--------|
| Alcohol | Has used alcohol three or more times in the last 30 days or has been drunk once or more in the last two weeks | 19 | 21 | 17 | 7 | 15 | 26 | 31 |
| Tobacco | Smokes one or more cigarettes every day or uses chewing tobacco frequently | 11 | 11 | 10 | 1 | 7 | 14 | 23 |
| Illicit Drugs | Used illicit drugs three or more times in the last 12 months * | 15 | 16 | 14 | 1 | 9 | 24 | 30 |
| Sexual Intercourse | Has had sexual intercourse three or more times in lifetime | 16 | 17 | 16 | 2 | 8 | 19 | 43 |
| Depression/Suicide | Is frequently depressed and/or has attempted suicide | 23 | 19 | 27 | 18 | 24 | 26 | 26 |
| Anti-Social Behavior | Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months | 16 | 22 | 10 | 7 | 17 | 20 | 19 |
| Violence | Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months | 29 | 41 | 18 | 23 | 34 | 32 | 26 |
| School Problems | Has skipped school two or more days in the last four weeks and/or has below a C average | 20 | 23 | 17 | 16 | 16 | 20 | 29 |
| Driving and Alcohol | Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months | 14 | 14 | 13 | 7 | 12 | 16 | 21 |
| Gambling | Has gambled three or more times in the last 12 months | 13 | 20 | 7 | 7 | 13 | 14 | 20 |

*Includes cocaine, LSD, PCP or angel dust, heroin, marijuana, and amphetamines.

BUILDING BLOCK FOUR

FEWER ASSETS RESULT IN MORE HIGH-RISK BEHAVIORS (CONT.)

Figure 4: The Power of Assets to Protect Against High-Risk Behaviors

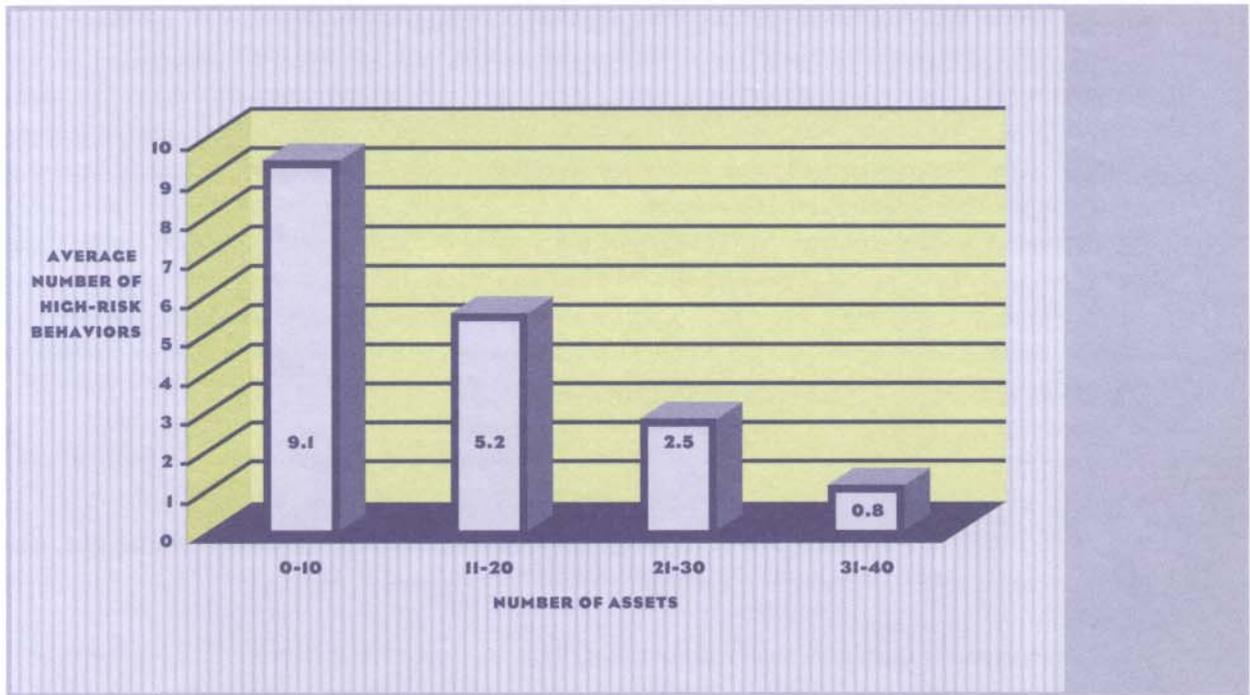
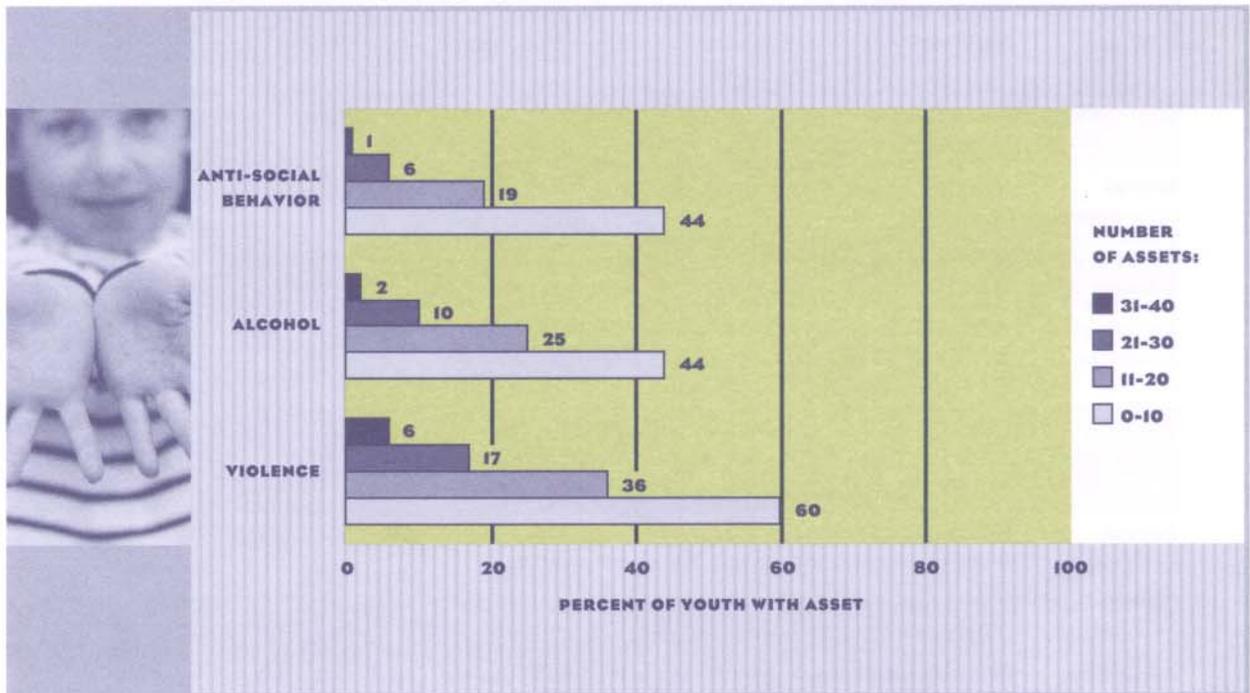


Figure 5: Percentage of Youth Reporting High-Risk Behaviors by Asset Level



BUILDING BLOCK FIVE

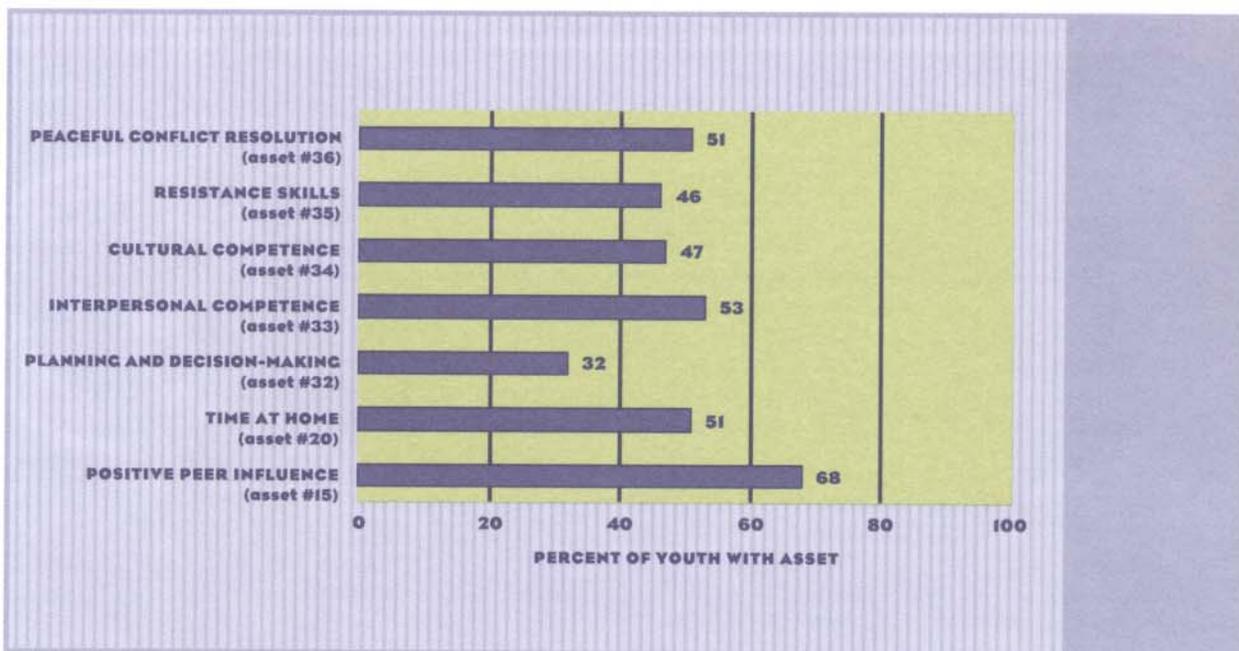
POSITIVE PEER INFLUENCE CAN HELP BUILD ASSETS

As young people grow older, interaction with peers greatly influences the degree to which they continue to develop assets. Quality, positive time spent with peers encourages mutual success and provides additional support systems that build assets.

Almost 70 percent of Clark County youth say their best friends encourage them and want them to do well (asset #15). About half of our young people spend quality time at home (asset #20). In rating their own interpersonal competence (asset #33), just over half say they possess empathy, sensitivity and friendship skills. About half can effectively resist negative peer pressure and dangerous situations (asset #35), and can engage in peaceful conflict resolution (asset #36). Also, almost half are familiar and comfortable with people of different cultural backgrounds (asset #34). However, many young people say they need much more support in planning ahead for the future and making positive and healthy decisions.

The positive influence youth receive from their peers is a tremendous benefit to developing their STRENGTH OF CHARACTER.

Figure 6: Percentage of Youth with Peer-Related Assets



BUILDING BLOCK SIX

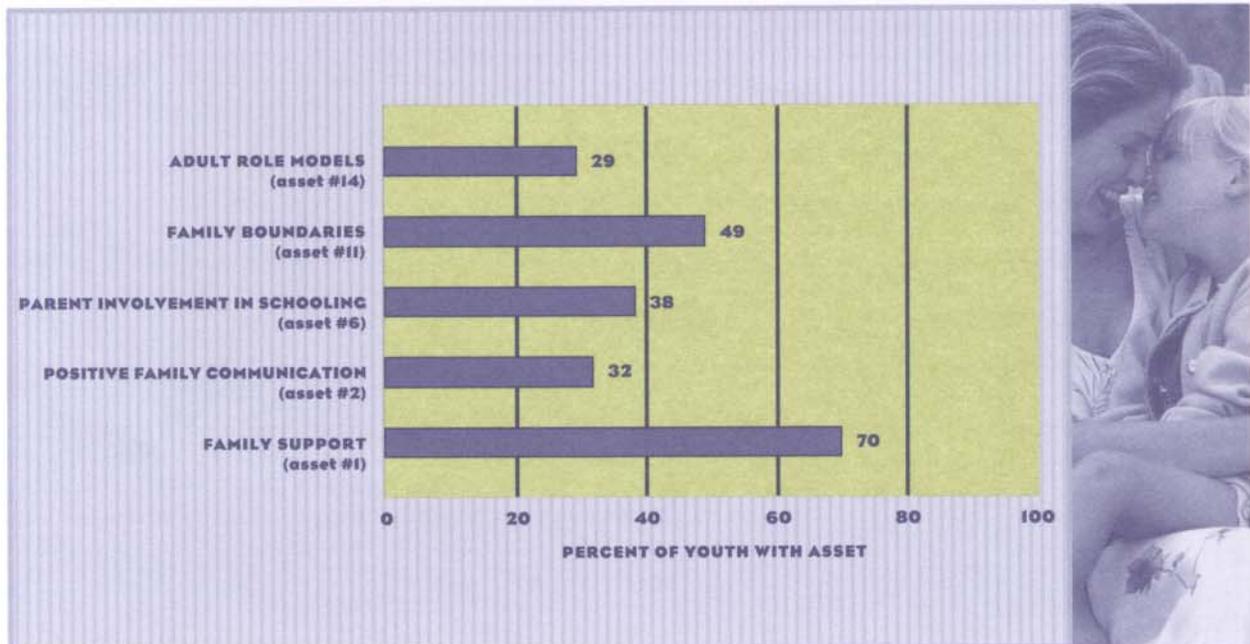
FAMILIES CAN HELP YOUTH BUILD ASSETS

A supportive family environment is crucial to healthy youth development. Young people responded to several questions that indicate how their families are doing in the home to help them build assets. Family-related assets include boundaries, parent involvement in schooling, positive communication, support and adult role models.

While 70 percent of young people reported high levels of love and support from their families (asset #1), almost half said they needed clearer boundaries with specific rules and consequences (asset #11). About a third of our young people lack parents who are actively involved in their child's education (asset #6). In addition, more than two-thirds of our young people need more positive role-modeling from their parents and more clear, positive communication within the family (assets #14 and 2). With more proactive and constructive communication, young people will be more likely to seek advice and counsel from parents.

Building assets begins at home WITH THE FAMILY.

Figure 7: Percentage of Youth with Family-Related Assets



BUILDING BLOCK SEVEN

SCHOOLS CAN HELP YOUTH BUILD ASSETS

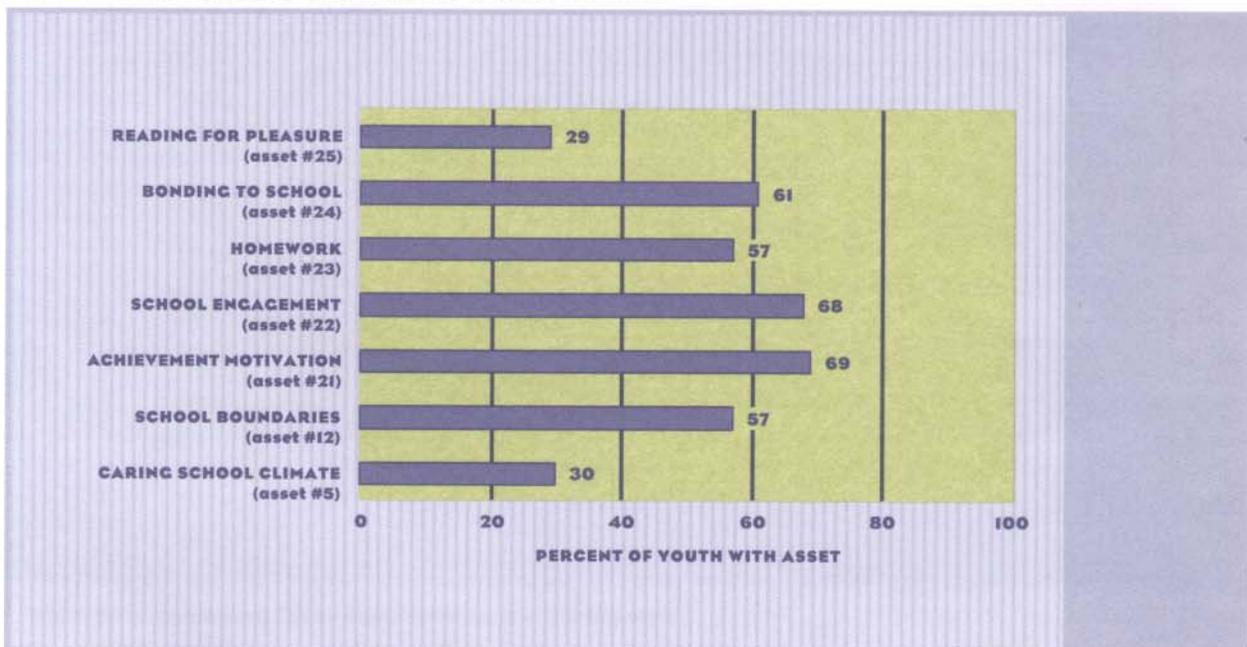
Schools have a great impact on the development of our young people. Assets can be fostered in a safe, supportive and nurturing school environment. Overall, Clark County youth feel engaged and supported in their schools, but they also feel the school climate should be more caring, especially in the upper grade levels.

More than two-thirds of our young people are motivated to achieve in school and are actively engaged in learning (assets #21 and 22). They come to class prepared (asset #23), they want to do their best, and they care about their schools (asset #24).

However, fewer than one-third of students read for pleasure outside their regular school assignments (asset #25). While more than half of the youth surveyed feel schools provide clear boundaries, rules and consequences (asset #12), only about one-third of students feel that the school climate is a caring environment (asset #5).

Schools that support and encourage every student to reach her or his potential are an INTEGRAL PART OF THE ASSET-BUILDING PROCESS.

Figure 8: Percentage of Youth with School-Related Assets



BUILDING BLOCK EIGHT

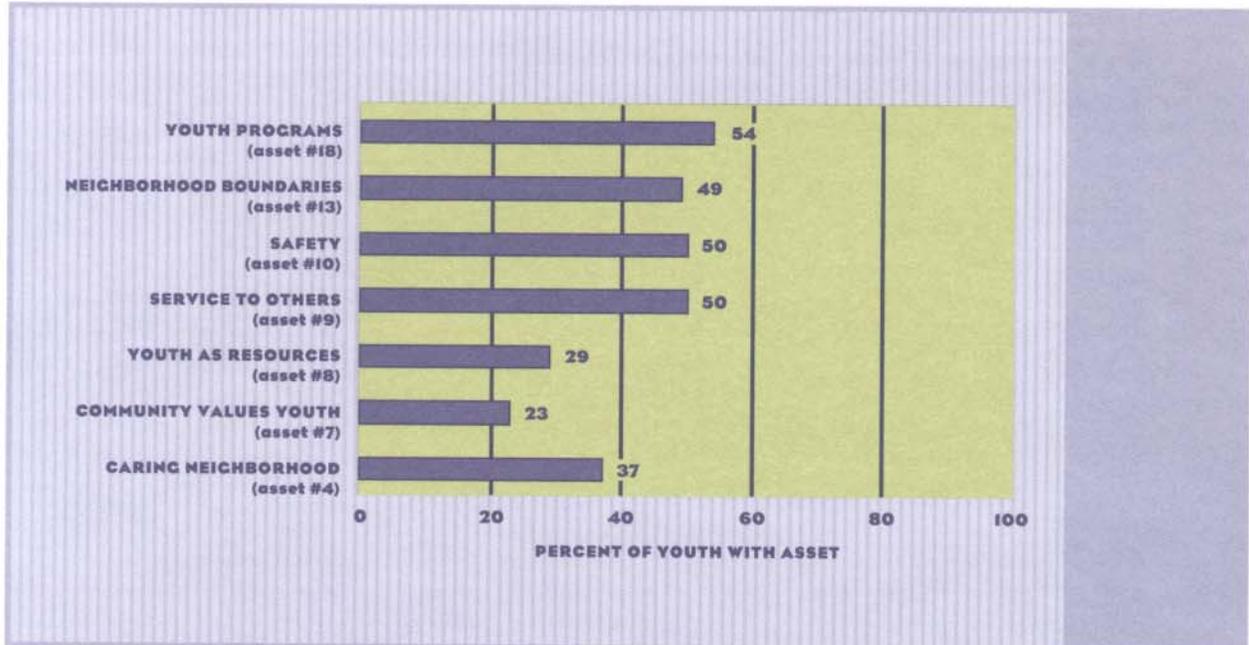
COMMUNITIES CAN HELP YOUTH BUILD ASSETS

As young people grow older and spend more time outside the home, their interactions with adults in the community become an important part of their ongoing growth and development. The entire community network of people and resources impacts each young person's success.

While at least 50 percent of Clark County students participate in youth programs and engage in community service at least once a week (assets #18 and 9), most young people do not feel valued by their community (asset #7). Only half of our young people feel safe at home, at school or in their neighborhood (asset #10), and only 37 percent report feeling cared about in their neighborhoods (asset #4). Less than half of Clark County youth report that neighbors monitor their behavior in a positive and caring way (asset #13).

AS A COMMUNITY, we must value, encourage and celebrate young people.

Figure 9: Percentage of Youth with Community-Related Assets

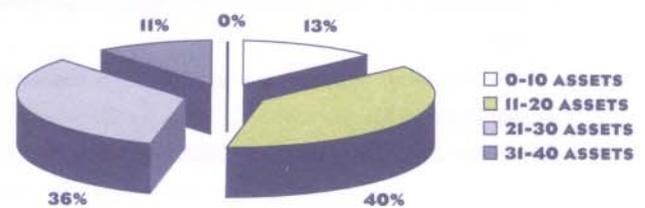


THE CHALLENGE

BUILDING ON OUR FUTURE

The findings in this report confirm much of what we intuitively know about helping our young people succeed. Now, clear data speak to the importance of helping our young people build assets, and our community has specific challenges to address. The ultimate challenge for our community is to support the 89 percent of Clark County young people who need many more assets to be successful.

Figure 10: The Challenge Facing Our Community



Key Findings

- Young people possess, on average, half of the 40 developmental assets.
- Youth demonstrate particular strengths in the areas of family support, school engagement, personal motivation and positive peer influence.
- Youth need much more encouragement from adults, constructive and creative ways to spend their time, community support, family boundaries and expectations, and caring school climate.
- Older youth possess fewer assets on average than younger youth. Older youth, with fewer assets, are also more likely to engage in risk-taking behaviors.
- On average, males have fewer external and internal assets than females. Males are about twice as prone to violence or anti-social behavior than females, and females are somewhat more likely than males to experience self-destructive behaviors.
- Two-thirds of Clark County youth report exhibiting four strong thriving indicators.

Challenges

Although we have a relatively healthy and prosperous community where our youth are more caring and more successful than many young people in other communities, we can do much more to help ensure a bright, positive, healthy future for them.

We must challenge ourselves as adults, parents, peers, educators, community members, faith leaders, and business members:

- To more frequently model positive behavior and relationships with and around young people.
- To give more—not less—support and encouragement as young people grow older.
- To develop and participate in more creative activities and limit time spent watching television and playing video games.
- To extend the relationship between educators and parents, helping youth achieve higher academic standards while communicating these expectations in a caring way.
- To commit more human and financial resources to education, where young people spend much of their time.
- To celebrate and highlight youth efforts in service, which promotes the healthiness of a community.
- To acknowledge the contributions and achievements of young people and their talents and gifts, which supports them on a path to success.
- To create neighborhoods where youth feel safe and valued by every individual, every day.

Now we know where our youth are succeeding and where we must provide more intentional and consistent support. Young people are a vital part of our community and 100 percent of our future, and their success will come from our purposeful individual and collective efforts to build assets. We challenge you to help us build on our future!

METHODOLOGY

SURVEY OF CLARK COUNTY YOUNG PEOPLE

The Clark County Department of Community Services in Vancouver, Washington contracted with the Search Institute to administer the *Profile of Student Life: Attitudes and Behaviors* survey in public schools. The survey was conducted in the fall of 1999.

The following organizations participated in the survey: Vancouver School District, Evergreen School District, Washougal School District, Camas School District, Battle Ground School District, Washington State School for the Blind, Washington School for the Deaf, and Clark County homeless shelters.

Grade levels for students completing the survey included grades 6, 8, 10 and 12 in the school districts, and all students in grades 6 through 12 at Washington State School for the Blind, Washington School for the Deaf and Clark County homeless shelters. Passive parental consent letters were delivered to 17,993 parents prior to administering the survey. Completed surveys returned to Search Institute numbered 12,923. A total of 1,128 were eliminated because of inconsistent responses or missing data. The remaining 11,795 surveys are reflected in the Search Institute's data analysis and this report.

The following table describes the Clark County youth participating in the 1999 *Profile of Student Life: Attitudes and Behaviors* survey.

| | | Number of Youth | Percent of Total |
|-----------------------|-------------------------------|-----------------|------------------|
| Total Sample | | 11795 | 100 |
| Gender | Male | 5612 | 48 |
| | Female | 5972 | 52 |
| Grade | 6 | 3064 | 26 |
| | 8 | 3260 | 28 |
| | 10 | 3002 | 26 |
| | 12 | 2403 | 20 |
| Race/Ethnicity | American Indian | 317 | 3 |
| | Asian/Pacific Islander | 590 | 5 |
| | Black/African American | 222 | 2 |
| | Hispanic | 445 | 4 |
| | White | 8909 | 77 |
| | Multi-racial | 1086 | 9 |

Dispersion across gender and grade is relatively even.



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Design—Robert Bailey Incorporated

Cover Photographs: Young girl—Stone / Harry Heleotis. Hands—LsAnn Locher/Metropolitan Group.